

# **TEACHING TECHNIQUES USED BY TUTORS IN ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

by

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**2018**

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**TEACHING TECHNIQUES USED BY TUTORS IN ENGLISH TUTORIAL  
PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA**

**PUBLICATION ARTICLE**


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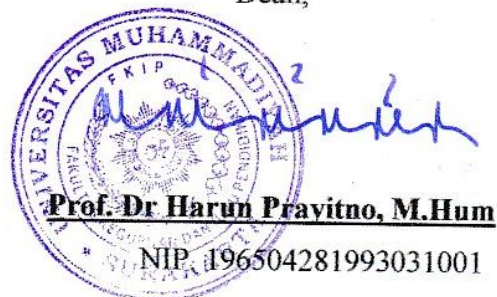
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A handwritten signature in black ink, appearing to read 'Yuli Budiarsih' in a stylized, cursive script.

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# **TEACHING TECHNIQUES USED BY TUTORS IN ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA**

## **Abstrak**

Penelitian ini bertujuan untuk mengetahui teknik pengajaran yang digunakan oleh tutor dalam mengajar keterampilan berbicara di English Tutorial Program (ETP) di Universitas Muhammadiyah Surakarta. Subyek dari penelitian ini adalah 10 tutor ETP (English Tutorial Program) dan 20 mahasiswa. Penelitian ini menggunakan metode kualitatif. Data kualitatif diperoleh melalui observasi dan wawancara. Data dianalisis melalui reduksi data, penyajian data dan membuat kesimpulan. Penelitian ini menggunakan teori Harmer (2005) dalam menganalisis teknik pembelajaran keterampilan berbicara. Hasil dari penelitian menunjukkan keberagaman teknik pembelajaran yang digunakan tutor dalam mengajar keterampilan berbicara. Ada beberapa teknik seperti teknik bermain peran, teknik diskusi and teknik presentasi.

**Kata kunci:** english tutorial program (ETP), keterampilan berbicara, teknik pembelajaran keterampilan berbicara

## **Abstract**

This study aims to describe the teaching techniques used by tutors in teaching speaking in English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta. The subject of this reseach was 10 tutors of ETP (English Tutorial Program) and 20 students. This research used qualitative method. The qualitative data were obtained through observation and interview. The data were analyzed through data reduction, presentation of data and conclusion drawing. This study used theory proposed by Harmer (2005) in analyzing the teaching speaking technique. The result of the research showed that there were three teaching speaking techniques that tutors used in teaching speaking skill in ETP, namely, role-playing technique, discussion technique and presentation technique.

**Keywords:** English Tutorial Program (ETP), speaking skill, teaching speaking technique

## **1. INTRODUCTION**

According to Al Nakhalah (2016: 97) Speaking is the delivery of language through the mouth. People make sounds by using many parts of our body including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking produces vocal to express our thoughts and feelings orally. Speaking has important role in communication. We usually speak to change information, asking and command others.

Speaking skills are ability to communicate effectively by being aware of some aspects of speaking like: fluency, pronouncation, grammar, vocabullary, interactive communication, appropriateness and complexity. Speaking is one of skills which prosecute the learner to practice more often rather than another skills because it is difficult to say a sentece or a word specially in foreign language. Before people say something orally, they have to know clearly what they are going to say and how to say it in foreign language which has different grammar and structure with their mother tongue. We also have to make sure that our interlocutor knows exactly what we are talking about.

Teaching is an interactive process between teacher and students which aims to influence the students' perspective by developing their knowledge. In this case the individual as teacher must be smarter and have a skill to teach students. Especially in teaching speaking, the students have to be more interactive rather than another skills. In teaching speaking the teacher has to stimulate students to become active learner and practice speaking a lot. According to Fauziati (2015: 101) the result of teaching speaking should be visualized as central in foreign language teaching. The goal of teaching speaking skill is to communicate efficiency. This means that learners should be capable to make themselves understood to using their current expertise. They should be able to avoid confusion in the message like wrong pronunciation, grammmar, or vocabulary. They were capable to observe the social and cultural rules that behave in each communication situation.

Considering the importance of english speaking skill, Universitas Muhammadiyah Surakarta equips its students with basic English speaking skill. Starting in 2015, Institute of Basic Sciences and Languages Development (LPIDB) at Universitas Muhammadiyah Surakarta establish an English Tutorial Program (ETP). The purposes of ETP is to improve reading, listening and writing skills and the main focus is speaking skills. This program for students of all first and second semester of entire departments in UMS except departement of english education. The tutors of ETP are also students from UMS that have ability to teach English. They meet the qualifications to be tutor of ETP. Through this

program, UMS expects that every student can gain confidence in speaking English although they are not English department students. The main purpose of ETP is to improve speaking skills so when they graduate from UMS at least they can face the English job interview.

Technique in teaching is needed to make students enjoy learning process and help students to achieve the learning goals. Teaching technique makes learning process run affectively. Chamot in Fauziati (2015: 23) stated that Language Learning Strategy is the conscious thoughts and activities that learners do to attain a learning goals. A strategy must be fit well with the learners' task, the learners' learning style and links with another relevant strategy so strategy can be useful for both teacher and students. The purpose of a teaching technique is to make learning process be easier, faster, more enjoyable and more effective. Each learning process, the tutor always finds a problem that makes students difficult to speak a lot. So a tutor needs strategy that fits with the students' problem so the learning process could be more effective.

This research purposes to know the teaching techniques used, problems faced by tutors and solution applied by tutors of ETP in teaching speaking skills in English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta. By conduct this research, researcher expect that the result of the study will give some benefits to tutors, students and other researchers. For tutor This research is expected to be useful for tutor or teacher as a reference of good techniques in teaching speaking skills and gives alternative solution in teaching english. Each technique is expected to be useful for tutors and students to make learning process runs affectively. For students, This research help them to solve their problems in improving speaking skills. Techniques also can be used by students to gain their speaking skills ability. So students can use variation techniques to preactice at home. For other researcher, The result of this study is expected to give an alternative source and references to other researchers attempt techniques that used by tutors of ETP especially to improve speaking skill.

Speaking is not only about express word orally. Speaking has some aspects of good speaking skills. There are pronunciation, fluency, vocabulary, and accuracy.

Brown in Lia (2015: 12). Pronunciation is the way a word is pronounced including articulation, stress and intonation with standart of acceptability. Speaking skill must be considered intonation and articulation. It makes our speech clear and easy to be understood. Fluency is an ability to speak quickly and automatically without any repetition. vocabulary consisting variation of words. To speak fluently, speaker should memorize a lot of vocabulary. Accuracy is an ability to produce sentence with correct grammatical.

Some teachers think that teaching speaking is difficult to practice and improve. In speaking class, there are few students who willing to become active participants. Most of students become passive in learning process. Whereas without practice speaking, the students can not achive the goals of teahing speaking. Based on Dalem's statement (2017) there are some factors that cause difficulty in speaking, namely,: fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation

Using techniques for teaching speaking aim to stimulate students to enjoy the learning process and they active to speak a lot without compulsion. According to Harmer in Endang (2015: 103) suggests some techniques in teaching speaking. They are: role playing, games, problem-solving, discussion, and song. In teaching speaking, technique is needed to make student enjoy the learning process and they become active participant to speak a lot in learning process. By using tehniqe, the learning process can run affectively. So the students can avoid the factors that hide them from speaking like fear of mistakes, shyness, anxiety, lack of confident, and lack of motivation. In choosing the tecnique for teaching, the teacher or tutor should consider the students' learning style and strategies so the technique will suits with them.

Teaching English speaking skills is so challenging. it needs interesting way to make students practice more. Technique in teaching speaking skill is needed to make students excite with learning process. From phenomena above the researcher wants to know teaching technique used by tutors in teaching speaking skill in English Tutorial Program (ETP). Students of English Tutorial Program



(ETP) are not English department students. So the tutor needs the right teaching techniques to force them to practice speak English.

## **2. METHOD**

This research used qualitative method. According to Sugiyono (2015: 7-8) qualitative method has no pattern like artistic. Additionally qualitative research is like interpretive research because the result of qualitative research is an interpretation of data and the researcher is the key of instrument. Qualitative method aims to explain particular situation based on interpretation of data. The qualitative data were obtained through observation and interview. The researcher conducted the research in Muhammadiyah University of Surakarta. The subject of this research is 10 tutors of ETP (English Tutorial Program) and 20 students.

The participant of this research were chosen randomly. The data were interviews transcript containing information about teaching speaking techniques used, problems faced and solution applied by tutors in teaching speaking skill in ETP and field note. The data collection techniques used in this research were interview and observation. The researcher interviewed 10 tutors to get the data. The observation was held in the teaching-learning process directly. The observation was held three times in 2<sup>th</sup>, 14<sup>th</sup> and 23<sup>th</sup> June 2018 with 5 groups of ETP. In this research, the researcher used triangulation of data collection technique. In this research, the researcher conducted depth interview to 10 tutors to get data. Then, the data were checked by observation directly in learning process and asked the students to check the correctness of data. Sugiyono (2013: 246-252) explains that there are three steps of analyzing data. First is data reduction, the researcher classify the data from interview and observation. Second is presentation of data, the researcher displayed the data in narrative text. Third is conclusion drawing, the researcher describe the conclusion and gave suggestion.

## **3. FINDINGS AND DISCUSSION**

The data of this research were collected from interview and observation.. The researcher used interview and observation to answer the research question. The

researcher asked 10 tutors about the techniques they used, problems faced and solution applied in teaching speaking skill. The observation was held three times. First observation held in 2<sup>th</sup> June 2018 with job interview material. Second observation held in 14<sup>th</sup> June 2018 with procedure text material. Third observation held in 23<sup>th</sup> June 2018 with report of activities material.

#### **4.1 The techniques used by tutors in teaching speaking skill in ETP.**

The result shows that there were some various of techniques used by tutors in teaching speaking skill in ETP namely:

##### **4.1.1 Role play**

Based on the interview and observation, here are the steps used by tutors when using role-play technique in teaching job interview subject. Firstly, greeting students. Secondly, explaining to the students about the material and their role one as a job applicant and other one as a employer. Thirdly, Performing their role in pairs in front their tutor and friends. Fourthly is closing and asking students about students' comprehension.

Tutor : *pasti yang pertama pembukaan dulu terus habis itu ya greeating nyapa-nyapa mereka how are you today? Kaya gitu-gitu terus habis itu aku menjelaskan materi jadi hari ini kita belajar job interview jadi yang satu jadi yang diwawancarai satunya yang diwawancarai kaya gitu kak terus nanti diakhir mereka membuat kesimpulan. Oiya materinya jadi kaya gini ya sudah paham ya kaya gitu-gitu aja kak terus akhirnya penutupan kaya gitu aja kalo aku kak. ( Absolutely, the first is opening then greeting to greet them 'how are you today?' Like this after that I will explain the material 'today we will learn about job interview so one as a job applicant and other one as a employer' in the ending students will make a conclusion. 'so that is all about the material, any questions so far? Then closing).*

(Interview, July 12<sup>th</sup>,2018)

##### **4.1.2 Discussion**

Based on the interview and observation, the steps used by tutors when using discussion technique in teaching descriptive text subject were; Firstly, deviding students in groups. Secondly, giving students a text and asking them to discuss about the parts of text and the features of text. Thirdly, asking each group to present the result of discussion in front their friends and tutor

Tutor : *semisal kalo kita baru apa ya diskusi tentang apa materi deskriptif text itu kita bagi jadi dua kelompok. Terus nanti saya suruh kasih text terus saya suruh diskusi nanti menentukan bagian-bagian text nya itu kaya gimana, terus ciri-ciri text nya itu kaya gimana seperti itu terus nanti akhirnya itu tiap kelompok yang sudah saya bagi tadi saya suruh presentasi ya walaupun cuman satu menit dua menit yang penting mereka ngomong gitu. (for example when I discuss about descriptive text I divide students into two groups. Then I give them a text then I order them to discuss to find the parts of text then the features of text. At the last each group that I divided before present their result of discussion although one or two minutes at least they want to speak up).*  
(Interview, July 4<sup>th</sup>, 2018)

#### 4.1.3 Presentation

Based on the interview and observation, the steps used by tutors when using presentation technique in teaching report of activities subject were firstly greeting then asking students 'what do you did yesterday?'. Secondly, explaining to students about the subject. Thirdly giving students example of telling story about holiday use past tense and picture. Fourthly, asking students to practice speaking up about their holiday experience according the picture that they bring from home. Fifth, giving them feed back then closing and explain students about the subject that will discuss next meeting.

Tutor : *kita kasih dulu pertanyaan what do you did yesterday? Menggunakan past tense to jadi kita tanya dulu what do you did yesterday jadi yang pertama pembukaan terus habis itu biasanya penyampaian materi yang akan dibahas habis itu karena pertemuan sebelumnya itu semua sudah disuruh membawa gambar tentang liburan mereka gitu jadi setelah kita jelasin materinya baru kita kasih contoh menceritakan tentang masa lampau gimana gitu cara berbicara gimana barulah mereka menceritakan emm pengalaman mereka masing-masing berdasarkan gambar gitu terus dengan mereka menjelaskan kita kasih feed back yang salah dimana gini-ginilah terus habis itu dah selesai semuanya emm penyampaian yang akan dibahas setelahnya terus penutup. (we ask question 'what do you did yesterday?' using past tense so we ask first 'what do you did yesterday? So first is opening then explain about the material that will discuss. Because in the previous meeting I asked students to bring picture about their holiday from home so we explain about the material and give them example how to tell past event then they explain about their own experience base on the picture then we give them feedback about their error and*

explain students about the subject that will discuss next meeting then closing).

(Interview, July 4<sup>th</sup>, 2018)

#### **4.2 The problems faced by tutors in teaching speaking skill in ETP.**

Based on the result of interviews, there were some problems in teaching speaking skill in ETP, namely; lack of vocabulary, wrong pronunciation, shyness and lack of confidence. Most of tutors said that their students lack of vocabulary and they often did wrong in pronouncing some words. Lack of vocabulary made students difficult to say something in English. So students made a long interlude to say something in practicing English. It is common because they are not English department students so their English vocabulary is so limited.

#### **4.3 The solution applied by tutors in teaching speaking skill in ETP.**

researcher used interview and observation to answer the third research question. The researcher asked 10 tutors about the solution they applied in teaching speaking skill. Based on the result of interview, there were some solution applied by tutor in teaching speaking skill in ETP. For lack of vocabulary and pronunciation, most of tutors gave them some vocabulary that related with the topic before they perform so they could prepare their conversation with new vocabulary. For students who made mistake in pronounce word, the tutor adjusted them how to pronounce it while they perform. For shyness and not confident problem, tutors gave them more motivation and advice to not be shy for their speaking skill.

Based on the result there were 3 various techniques used by the tutors in teaching speaking skill in ETP, namely role-playing, discussion and presentation. Based on the result of interview and observation showed that discussion technique as the dominant teaching speaking technique in ETP. There were 5 tutors who used discussion technique, 4 tutors who used role-playing technique and 1 tutor who used presentation technique.

The researcher compared the result of this research with the theory used. The researcher used Harmer's theory in this research. Harmer (2005) suggests some techniques in teaching speaking, there are: role playing, games, problem-solving, discussion and song. The finding were suitable with the theory, because based on the result of this research, the researcher finds 2 teaching techniques that

are suitable with Harmer's theory, namely, role-playing and discussion whereas there is one teaching speaking technique that is not stated by Harmer's, that is presentation technique.

Based on the result there were 4 various problems that tutors faced in teaching speaking skill in ETP, namely lack of vocabulary, wrong pronunciation, shyness and lack of confident. Based on the result of interview and observation lack of vocabulary is the dominant problem that tutors faced in teaching speaking skill in ETP.

#### **4. CONCLUSION**

Based on finding and discussion, the researcher found three teaching techniques used by ETP tutors namely role-playing, discussion and presentation technique. Most of tutor used role-play and discussion technique to speaking skill. There was one tutor who used different technique, that is presentation technique. Based on the data of observation, presentation technique were more effective to make students speak a lot to present or tell their picture that they bring from home. The tutor asked students to bring a picture from home if there was a speaking section in the meeting. The picture must be correlated with the material. However, there are some tutors who did not know the teaching technique that they used in teaching speaking skill in ETP because most of tutors are students from non English department.

Students of ETP are not English department students. So in teaching speaking skill in ETP, tutors faced some problems namely: lack of vocabulary, wrong pronunciation, shyness and lack of confident. For lack of vocabulary problem the tutors gave them some vocabulary related with the topic before they perform. For students who made mistake in pronouncing words, the tutor straighten the wrong pronounce while they performed. For shyness and not confident problem, tutors gave them more motivation and advice to not be shy for their speaking skill.

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